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ABSTRACT

On October 3, 1972 the faculty of Mars Hill College approved the extension of the present core curriculum and the modified 4-1-4 calendar through the 1973-74 academic year. The faculty further asked that the study of the competence-based curriculum be continued. This document contains a partial list of the proposals produced by the ongoing review of the faculty and students. It concerns the creation of a competence-based Bachelor of Arts and Sciences degree and the continuation of the 4-1-4 calendar. Recommendations include: the development of the Bachelor's of Arts and Sciences degree; all bachelor's degrees shall be based on student's mastery of the 7 basic competencies; an assessment test will be given for the competencies; and the 4-1-4 calendar will be continued. (Author/PG)

ED 090807

TO THE

Mars Hill College Faculty

From The

Curriculum Committee

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Recommendations Concerning The Competence-Based Curriculum And The 4-1-4 Calendar

March 27, 1974

HE 005329

March 27, 1974

The Curriculum Committee received the attached recommendations from the faculty and student teams studying the 4-1-4 calendar and the competence-based curriculum. The committee reviewed these recommendations and unanimously approved the request that they be forwarded to the faculty for consideration. The Curriculum Committee presents these recommendations to the faculty for consideration at the April 16, 1974, meeting so that they may be voted upon at the May faculty meeting.

A. E. Jenkins, Chairman
Curriculum Committee

On October 3, 1972, the faculty approved the extension of the present core curriculum and the modified 4-1-4 calendar through the 1973-74 academic year. The faculty further asked that study of the competence-based curriculum be continued with the August, 1972, Working Paper as a framework. Proposals concerning the establishment of a competence based curriculum and continuation and/or modification of the 4-1-4 calendar were to be submitted to the Curriculum Committee as they were produced.

This paper is a partial list of the proposals produced by the ongoing review. It concerns the creation of a competence based Bachelor of Arts and Sciences degree and the continuation of the 4-1-4 calendar. The Curriculum Committee received this document from those involved in the design of the competence program and now sends it to the faculty for consideration at the April 16, 1974, faculty meeting.

Competence Design Teams

Faculty and students who worked on the design of the six competence statements.

I. Communications

Joe Schubert--Co-Chairman
Dave DeVries--Co-Chairman
A. E. Jenkins
Nancy Medford
Mary Ihrig
Larry Pike

II. Personal Knowledge

Page Lee--Co-Chairman
Bill Walker--Co-Chairman
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Virginia Hart
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III. Values

Earl Leininger--Chairman
Don Anderson
Jack Grose
Gwyn Fish
Bob Kramer
Dick Knapp
Katherine MaCoy
Marion Tisdale
Ed Cheek
Steve Bennett
Janet Rouje
Ed Sams
Tim Brown
Becky Stone
Kathy Davenport

IV. Aesthetics

Julie Fortney--Chairman
Joel Stegall
Bob Jones
Don Mahy
Joe C. Robertson
Pat Verhulst

V. Sciences

Ken Sanchagrin--Chairman
Frank Quick
Fred Holtkamp
Ed Angus
Walter Stroud
Charlie Narron
Genevieve Adams

VI. Humanities

Dave Knisley--Chairman
Bob Melvin
Jim Lenburg
Pat Verhulst
Ed Cheek
Jim Blevins
A. E. Jenkins
Mary Ann Rice
Bill Harris
David Boschelli

Recommendations:

1. That the Bachelor of Arts and the Bachelor of Science degrees be replaced by a Bachelor of Arts and Sciences degree for freshmen entering Mars Hill College after August, 1974.

2. That all bachelor's degrees awarded by the college to students entering as freshmen after August, 1974, be based on student mastery of seven basic competences and attainment of at least 35 course credits, of which three must be January Term.

3. That the competence requirements and curricular structure be implemented over two years (1974-75 and 1975-76) in two phases:

   a. fall, 1974--core curriculum requirements be stated in terms of six basic required competences with related learning experiences and assessment procedures (See attached document).

   b. fall, 1975--major requirements be stated in terms of required competences with related learning experiences and assessment procedures.

4. That an Assessment Team be chosen for each of the six basic competences with authority to design and/or approve assessment criteria and processes relating to that competence. Upon recommendation of the Competence Design Teams, with the Committee on Committees, an Assessment Team will be appointed by the Academic Dean for each of the six general competences.

5. That an Assessment Team be appointed by each department for each major or special degree program in their area with authority to design and/or approve assessment criteria and processes.

6. That the 4-1-4 calendar be continued with related academic policies to be revised consistent with the competence based curriculum.

Introduction

At the August, 1972, Pre-school Retreat the Mars Hill College faculty received a Working Paper on Curriculum which recommended the adoption of a competence-based curriculum for the college. In October of that year, the faculty voted to further study the matter and asked for a proposal from those involved in the study of a competence-based curriculum. This document contains those proposals and an outline of a competence-based curriculum for the college.

The teams of faculty and students reviewing the curriculum and designing one with a competence-base have gone as far as is presently possible. They have designed a curriculum and propose its adoption. The details of assessment and specific academic policies which must accompany such a curriculum will be designed upon the adoption of the curriculum. Faculty approval for both the concept of a competence-based curriculum and the Assessment Teams necessary to further design the program is the next step in adopting the curriculum as proposed in the recommendations of this document.

A Curriculum Rationale

The competences stated in this document are the result of attempts by the faculty and students working on teams in this study of curriculum to take seriously Mars Hill College's commitment to liberal education. The six competence statements developed to date specify what these teams believed to be the important elements of liberal education for Mars Hill College and our students. A seventh competence in a major or special area is also a dimension of liberal education as these teams conceive it but these competences remain to be designed.

The teams began their work on the August, .972, Working Paper in the summer of 1973. The experiences of faculty and students over the first few months as work progressed on a competence-based curriculum made apparent the need for further clarification of a scheme for organization and distribution of efforts. The existing ten competence statements seem to adequately formulate a general consensus existent among segments of the college with respect to general curricular goals and the ends of the instructional process. However, efforts to implement those areas of the curriculum beyond the areas of specialization foundered upon a lack of consistency in the overall conceptual framework. Some competence statements overlapped with others in content and/or structure. An absence of precision in the design of curricular experienced resulted from the lack of stated time frames and virtually exclusive objectives. Hence, it became necessary to set forth effective and acceptable conceptual framework.

The formulation of an adequate and useful conceptual framework which captured the institutional consensus reflected in the existing ten competence statements had to 1) develop a rationale for distinguishing the purpose of a college curriculum, 2) specify curricular ordering principles consistent with that rationale, and 3) order the content of the ten competence statements into mutually exclusive domains. In order to facilitate design and implementation such an ordering scheme had to include specification of acceptable time frames for each curricular domain. These time frames would serve as guides to initial planning and design. They may change as progress is made but are essential as a means to concretizing beginning efforts in construction of competences and related educative experiences. Otherwise, those charged with the design of the curriculum would have been confronted with a "blue sky" task where the ideal was never confronted with the possible.

The thesis developed as a basis for deriving or ordering principles for the competence curriculum is that college is first and foremost an institution committed to the development of students' disciplined intelligence.

This commitment to the development of disciplined intelligence should not be interpreted in a narrow sense. The term intelligence is used here to refer to the growth of the capacity for understanding (intellegere--to perceive, choose between). It entails wisdom in addition to cognition. The full growth of disciplined intelligence involves the need for the widest possible latitude to meet personal needs and design experiences for general human growth. The ability to make perceptive intelligent choices rests upon the capacity to make value judgments and act on personal commitments as well as the ability to reason effectively. "To behave critically, then, involves judgment, values, and commitment. Their natural entailment is passion; their natural outgrowth is action.

Liberal education is here conceived as a process which develops the above specific human abilities rather than as a set of studies with inhering liberal qualities. The chief goal and end result of that process is the liberation of an individual's intelligence. To be liberated is to be free. The only freedom that is of enduring importance is freedom of intelligence, that is to say, "freedom of observation and of judgment exercised in behalf of purposes that are intrinsically worth while." The major consequence of an effective liberal education is the development of the power to "frame purposes and to execute or carry into effect purposes so framed."

If a curriculum is to assist students to develop the ability to frame and execute purposes, it must facilitate student attainment of 1) the ability to formulate and examine purposes, 2) the ability to design and act upon means of executing those purposes, and 3) the ability to assess consequences

for themselves and others of designed action on selected or formulated purposes. These three clusters of abilities are desired outcomes of an effective liberal education.

If Mars Hill College is to cultivate the liberation of its students by developing in them an informed, disciplined intelligence marked by the above abilities, then the curriculum must have at least four basic components. First, a basic analytical structure for exploring the ways in which man creates meaning or purpose must be devised. This structure will be analytical in that it divides the basic areas or approaches to human knowledge according to their role in the formulation of purposes. The student would be expected to master certain knowledge, skills and attitudes or values in each area.

One such analytical epistemology based on methods of formulating purpose has been devised by Philip Phenix. Phenix's scheme consists of six basic patterns of meaning which are derived from an analysis of possible modes of human understanding. The six patterns suggested by Phenix and reformulated for purposes of curricular design are symbolic communication, the sciences, aesthetics, personal knowledge, personal and cultural values and synoptic or integrative knowledge.

The student competent in the ability to formulate and examine purposes would demonstrate at least a minimal mastery of the basic elements of the six patterns of meaning.

A second component of a competence-based liberal education curriculum is a structure for promoting student mastery of advanced skills or expertise in at least one special area. The reasons for such a component are two-fold. Just as students need to master the basic methods of constructing knowledge which give shape to purposes, students also need to master an area of special expertise through which they construct means for achieving selected

purposes. To be able to formulate purposes without means of executing them is still to remain unfree.

Secondly, a full intellectual grasp of the significance of the interrelationship of general areas of human meaning or purpose comes only through the mastery of a special area of human knowledge. What liberal education has to impart is both a sense of the power of ideas and a sense of style in effectively and economically utilizing ideas to formulate and execute purposes.

Only the mastery of a special area of knowledge and expertise can give rise to a full appreciation of the structure of ideas. "Nothing but a special study can give any appreciation for the exact formulation of general ideas, for their relations when formulated, for their service in the comprehension of life. A mind so disciplined should be both more abstract and more concrete. It has been trained in the comprehension of abstract thought and in the analysis of facts".

Mastery of a special area of knowledge and expertise also builds a sense of style, i.e. "an aesthetic sense, based on admiration for the direct attainment of a foreseen end, simply and without waste". Through a sense of style comes the ability to efficiently and effectively design and act upon means of executing purposes. With a sense of style we return to the place where we began with liberal education conceived as not only the ability to know, but also the ability to act upon that knowledge. Liberal education is the "acquisition of the art of the utilization of knowledge".

The requirements for competence in special areas of expertise will vary with the area selected. However, the competence statements should include at least three basic components: 1) specification of minimal levels of knowledge and skills, 2) ability to apply high order critical and creative

thinking skills to the information of the special area with broader knowledge in the construction of informed purposes and means of executing them.

Formal education, however, is only one phase of a person's development of a disciplined intelligence. An adequately designed curriculum must reflect this observation and incorporate a scheme for identifying, assessing and promoting a student's development of intelligence based on where he or she is at the time of formal education. In addition to an analytical division of human knowledge based on the methods of formulating purposes and a structure for facilitating mastery of a special area of expertise, a competence-based liberal education curriculum should also include a developmental scheme adequate for effectively assisting student maturation.

Unless such a scheme is utilized in the design of curriculum, student ability to know and to utilize that knowledge may go unrelated. The ability to act upon means of executing purposes and the ability to assess the consequences of such actions are cultivated by identifying and building from where the student is with respect to an integration of personality when he or she enters the curriculum. Only by beginning at that point and encouraging development toward the abilities desired as outcomes can an effective curriculum be designed.

One such developmental scheme useful for generating a structure for analyzing and promoting student competence has been developed by Arthur Chickering. Chickering identifies seven developmental tasks: 1) developing confidence (intellectual, social-interpersonal and physical-manual), 2) managing emotions, 3) developing autonomy, 4) establishing identity, 5) freeing interpersonal relationships, 6) developing purpose, and 7) developing integrity. Chickering's model provides an excellent framework for ordering the abilities included in the basic competence on personal knowledge.

A fourth and final component of a competence-based liberal education curriculum is a set of institutional values which the college deems important and finds it inadvisable to directly impose on students through competence assessment. These values shape the design of curricular experiences and institutional fidelity to such values is assessed in terms of the collective characteristics of graduates. These are values which the college wishes not to undermine by the employment of any given curricular structure and in terms of which the college finds it worthwhile to continually appraise itself.

These values will vary greatly with the distinctive concerns of individual colleges. One such partial list of institutional values discussed by the Competence Teams is as follows:

1. A concern with a diligent search for genuine personal enlightenment by all members of the college community.

2. Instillation of a commitment to informed, participatory citizenship.

3. Cultivation of a sense of the significance of uniting theoretical knowledge and practical application.

4. An experience of all members of the campus community of communal support and meaningful, constructive personal relationships.

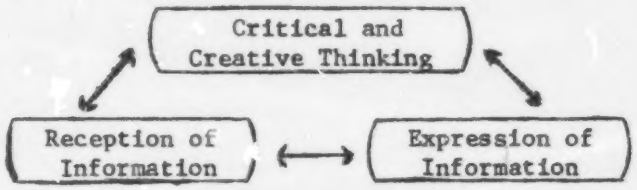
The incorporation of the four basic elements of a competence-based curriculum in a design for liberal education at Mars Hill College resulted in the six competences stated in the recommendations. A brief description of the purpose of each statement as viewed by the competence team designing it is provided in order to enable the faculty to better understand the competence statements themselves. The six competences reflect the six realms of meaning of Phenix; the personal knowledge competence reflects the development scheme of Chickering as discussed above.

Communication Competence

The communication competence is concerned with two different kinds of skills. The first kind can be described as purely mechanical skills. Included in this category are the competences involving awareness of systems of logic, probability, descriptive statistics, communication with machines; reading, writing, speaking and listening skills; and research techniques. The second category refers to the utilization of these skills in creative and critical thinking. The skills involved in these two categories can be separated for analytical purposes but in practice are interwoven into an integrated whole in those persons competent in communication.

The process of communication involves distinct though interrelated areas: reception of information, critical and creative thinking about that information, and the expression of that thinking.

Figure 1: Communication Process



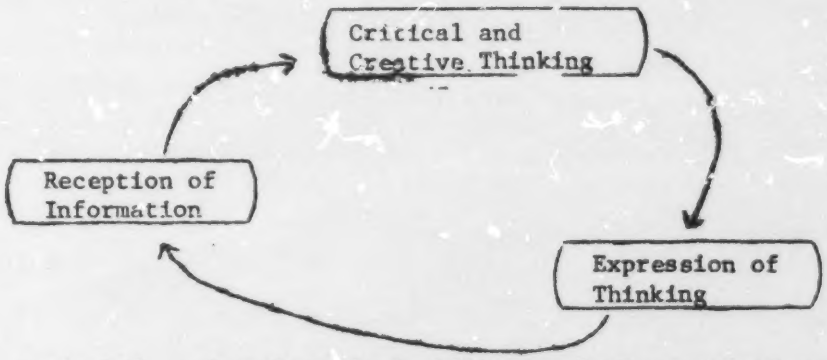
It is important to note that the arrows in Figure 1 proceed in both directions between the various components of the communication skill cycle. For example, what we think is influenced by how we express ourselves and what we think influences the kind of information we allow ourselves to recieve.

It should also be noted that communication skills are often thought of as the interaction of reception of information and expression. However, such a concept removes the distinctly human component of communication, which is critical and creative thinking, and reduces communication to problems

in information theory, i.e., machine communication. Therefore, a key element in the communication competence is the development of critical and creative thinking skills.

Our conception of communication skills emphasizes the communication skills cycle as outlined in Figure 2.

Figure 2: Communication Skills Cycle



English, or verbal, and mathematical skills are both conceived as integral components of communication skills. Skills developed in one area are believed to complement skills developed in the other. The abilities to listen well and write concisely and critically involves abilities to reason effectively by utilizing sound logic.

It is important to note that the concept of an integrated mathematics-English-inquiry approach to communication skills grew out of the context of the present curriculum. It later received added stimulus from the concept of a competence based curriculum since a communication skills competence was certain to be among the competences required for a college degree.

Hence, the joining of skills in mathematics and in English into a whole received impetus from both areas and led to the unified competence statement included in the document.

Personal Knowledge Competence

This competence on personal development has been formulated by two sub-committees, one working on Goal III and the other on Goal IX in the list of ten goals recommended by the Review Commission in 1972. When the six realms of meaning became the conceptual framework forthe competences, it seemed appropriate to put the "self-awareness" goal (III) and the Pphysical status" goal (IX) in the personal knowledge realm. Thus, with the new conceptual framework in mind, the two subcommittees have revised and combined the two earlier statements into this competency on personal development.

While knowledge in the symbolic, empiric, and aesthetic realms is objective, personal knowledge is subjective. Since subjective knowledge is involved in both the self-awareness and physical status goals, both goals are included in this competence. For practical reasons, however, the competence is divided into two parts. Perhaps it will be helpful to explain how each subcommittee developed its part of the competence.

Part A

Six specific assumptions underlie this recommended competence. The assumption is made, first of all, that each student needs to be aware of personal knowledge as a realm of meaning which is distinctively different from the other five realms. The second assumption is that personal development is important and deserves a place in the general studies curriculum. For many years Mars Hill College has been concerned about the personal development of each student; a number of things have been done outside of the curriculum, and in indirect ways, to further this development. This concern, however, needs to be expressed through the curriculum. Implicit in the competence is the third assumption, that self-assessment is

essential to personal development, and from this arises the fourth assumption: that Mars Hill College can assist students in this process of self-assessment, through its general studies curriculum. A fifth assumption is that the major developmental areas of a college student's life include the development of a sense of competence in intellectual, social-interpersonal, and physical-manual skills, and the recognition and assessment of one's emotions, personal autonomy, identity, relationships with other persons, personal goals, and personal values. Finally, in the sixth place, it is assumed that this competence is consistent with and will help students fulfill the Social Goals of the Mars Hill College Community.

The rationale for stating this competence in terms of self-assessment rather than in terms of achieving a certain level of personal development is that Mars Hill College encourages individual freedom for personal development within a context of concern for the total community. Admittedly, certain values are inherent in the statement of the competence, and these are offered without apology, but there is no blanket prescription of a level of personal development. Individual differences about what constitutes maturity must be respected. The Code of Student Conduct prescribes some minimal levels of personal development, but this competence aims toward furthering personal development far beyond the Code's minimal level. In fact, it aims toward the fullest possible development of individual personality in the widest possible community.

Since this competence is in the realm of personal knowledge and, therefore, involves subjective knowledge, many of the evaluation criteria will be subjective. The committee has worked out possible structures for making this kind of evaluation. However, not all of the evaluation criteria

are subjective; several objective criteria have also been developed. For example, since each person is in the process of furthering his personal development, each student will have to participate in all of the program experiences.

Certain criteria for evaluating the student's articulation of his self-assessment of personal development have been worked out, but the committee has become aware of the need to develop more precise evaluation criteria. The faculty members who assist students in achieving this competence must be given freedom to develop some of these criteria. Those which the committee has worked out will set parameters for the personal development faculty and will assure an understanding of what is expected from each student, which should, in turn, assure the success of the program.

This competency will require a carefully-designed program through which each student, as indicated above, must go, including seminars conducted by a Mentor Team as described elsewhere. This committee has become aware, however, of the necessity of allowing the Mentor faculty enough flexibility to adjust program experiences to the individuals in each seminar. There will be enough experiences common to all seminars to give students a clear understanding of the program in general.

Personal development is crucial for work done in the other competences and for all that happens in the student's experience, just as all the other competences are crucial to personal development. For this reason, the committee assumes that the entire college community will help facilitate the student's progress toward achieving this competence and expects that final certification will not occur until the student's senior year. The plan however, is for the student to go through the program experience in his freshman year and, at that time, achieve certification for the bulk of the competency.

Part B

In accordance with the above stated assumptions, component B of Goal II concerns itself with acquiring knowledge about one's physical development, utilizing the knowledge for personal assessment, and evaluation of improvement.

Since the initial efforts of the working committee, assignment was made to the Physical Education Faculty to redesign the statement and develop means of accomplishment. This effort was begun in the spring semester of 1973. Departmental members have devoted several work sessions to philosophical discussions, logistics, and means of implementation.

Results of efforts thus far primarily include mechanical changes in procedure. Physical Education will continue to be a one course requirement. However, three basic avenues will be provided for accomplishment of Competence II, B. These routes are course structure, independent work, and credit by examination. Logistics have been established and implementation will begin during the 1974 fall semester. Yet to be developed is the individual competence skill course.

The program of experiences has been changed and improved to assist students in meeting the requirement. Evaluative criteria will include written tests, diagnostic testing in the area of motor fitness, and valid and reliable skill tests.

VALUES COMPETENCE

The development of this competence deserves, perhaps, a few words of clarification. A committee was formed originally to develop a competence statement dealing with values as described involved in Goal VI of the earlier list of ten goals suggested by the college's Review Commission in the summer of 1972. Preliminary discussion within the committee indicated some reluctance among the group to isolate the study of values from the rest of the general studies program. It was suggested that the committee might try to approach an examination of culture primarily from a value perspective, incorporating some elements of other goals--specifically the portions of Goals IV and V that dealt with the dynamics of social and technological change and the study of a major culture other than the student's own--with Goal VI. While that possibility was under discussion, another ad hoc committee was formed to investigate and formulate the recommendations concerning the study of a foreign culture, arising from the changed status of foreign language in the core curriculum. It was suggested that the "values committee" might profitably do parallel work on American culture. Subsequently the conceptual framework of the competences was reorganized under the present six subrics and the two task groups--the original "values committee" and the committee formed to make recommendations about the study of foreign culture--became, in effect, one group, subdivided for the purpose of division of labor, charged with the responsibility for developing competence statements addressing value questions of a normative character in the context of the study of culture. The attached materials represent the recommendations of this committee, presently incorporating some fourteen persons, including both faculty and students.

There are certain assumptions underlying this recommended competence. It is assumed, first, that both cultural studies and a conscious confrontation with the realm of values deserves a place in the general studies program of a liberal arts education, and that, furthermore, the most worthwhile study of both culture and values should include acquaintance with one's own culture and values and a foreign culture and its values with an emphasis upon comprehension, analysis, and evaluation. The argument underlying this competence is that, while it is desirable for the student to be knowledgeable about his own culture and his own value commitments, he cannot be expected to be understanding, appreciative, or critical of either unless he has confronted alternatives to both. Second, it is assumed, therefore, that the wedding between the study of culture and the study of values is legitimate; that the study of culture is a viable way to confront value questions. This competence assumes that values are best confronted and understood not as abstractions that function apart from concrete social relations and personalities, but as they are expressed in the norms that undergird and make possible the institutions of society. It is precisely because the elements that essentially differentiate one culture from another are the values and norms of those cultures that the committee believes the approach of this competence to be eminently legitimate. It is for that reason the five familiar social institutions are singled out in the competence statement. It is not suggested that these five institutions exhaust the definition of "culture". Culture presumably extends to all that is available to the experience and learning of any given person at any given time. But since some agreement on focus is pedagogically desirable and practically necessary, these commonly accepted social institutions form an agreed upon basis through which the

orientations of cultures can minimally be identified, compared and contrasted, and evaluated.

Beyond these basic assumptions, there is a rationale for the way the competences have been stated. Attention has been given both to process and content in the development of the statements. There is a conscious progression from comprehension through analysis to appraisal, with the intention that the later processes build upon the earlier. Furthermore, the statements include several pairs of substantive elements which call, at various levels, for identification of elements, comparison and contrast, synthesis, and appraisal--e.g. the student's own culture and a foreign culture, personal values and dominant social values, differing social and personal values within the student's own culture.

The evaluation criteria accompanying each part of the competence statement represent what the committee believes to be a reasonably clear perception of what the student should possess, know, be able to do when he "comes out the other side." However, specific techniques, instruments, processes and more precise criteria for evaluation must be worked out within the context of the actual experiences designed to implement the competence. It has become clear to this group that the evaluation process as well as the experiences leading to "competence" in this area—as, presumably, in the other areas--not only must be but ought to be allowed enough fluidity to reflect what is learned by the faculties who implement them. The statements made with regard to evaluation, therefore, are intended to allow for some flexibility without sacrificing a clear perception of what is expected of the student.

Development and implementation of the experiences that will lead the students toward this competence rightly await the careful study and

planning of the corps of faculty who will staff the cultural values program. It is the feeling of this committee that such a faculty should be composed of persons who are committed to the task because they want to be involved in it. While the full development of the program experiences remains to be done, this group does have some perception of how viable experiences may be designed. Those suggestions from members of the group are attached. It is suggested by this committee that a two-course sequence be made available to the cultural values faculty as one "track" by which students may pursue this competence. But the committee is concerned that no student be "locked in" to one route--that other possible options be kept open to encourage student creativity and to make provision for students who may have either special deficiencies or the ability already to demonstrate competence in this area.

The concern which led to the development of this competence--that is that values and systems of belief are not isolated but are marked by complex interpenetration, conflict and reformulation in societies and in personalities--extends to the other competences. Just as values have not been treated as disembodied abstractions within this competency, neither is it possible or desirable to isolate value questions from the other five general competences. The committee has discussed what seem to be special connections between this competence and those dealing with Aesthetics, Personal Knowledge, and Integrative Knowledge. It is hoped that students may be encouraged to find experiences connected with all the other competences that are relevant to the confrontation with values.

Aesthetics Competence

Because of man's tendency to actualize himself and to become his potentialities, it is necessary to provide an opportunity for him to express and to activate all the capacities of his organism (Rogers, 351). Since the arts are one of the basic ways available to human beings to know about themselves and their world, in that to study them is to study the "unity of formal relations among our sense perceptions," it is appropriate that the curriculum includes a study of art in genera (aesthetics) and the opportunity to participate in one or several of the arts in particular (Reimer, 8; Jacobus, 5).

The content of aesthetic education at Mars Hill College will center around the images, sounds, movement and circumstances which the learner can experience for their aesthetic dimensions (Hausman, 53). Because of the broad spectrum described above, the aesthetics committee sought to insure that the competence statement be made general enough to encompass almost every discipline which could be presented from an aesthetic point of view would qualify for incorporation into learning experiences designed to meet the aesthetics competence.

In drawing together the competence statement, the committee sought to provide the learner with a three-fold experience:

1. Participation in a sustained artistic activity with reflection on that activity in order to determine the state of development reached in discovering personal expressiveness.
2. Critical examination and evaluation of artistic works through the application of aesthetic theory
3. Demonstration of awareness of the nature of aesthetic perception in a culture other than his own

Rationale for each of the items is as follows:

1. Sustained artistic activity and reflection on creative potential

   The committee felt that creative activity alone was not enough to give the student a full aesthetic experience. It was also necessary that the student be given an evaluative process by which he could grow in his involvement with the art form throughout a lifetime.

2. Introduction to Aesthetic Theory

   Full participation in an art form demands a knowledge of the contributions made by the art form to the enrichment of the human experience. The student will therefore address himself to the following questions:

   a) What does the art create
   b) What are the principles of creation in this art
   c) What is its scope
   d) What are its possible materials (Langer, 78)

3) Knowledge of Aesthetics in Another Culture

   This aspect of the competence is an attempt to add a final dimension to the cultural values competency and to permit the student to examine an art form in a culture which he has studied in depth.

Hausman, James. Towards an Aesthetic Education. M.E.N.C. Washington, D. C., 1971.

Jacobus, L. A. Aesthetics and the Arts. New York: McGraw-Hill, 1968.

Langer, Susanne. The Problems of Art. New York: Charles Scribner's Sons, 1957.

Reimer, Bennett. A Philosophy of Music Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Rogers, Carl On Becoming a Person. Boston, Massachusetts: Houghton Mifflin, 1961.

Sciences Competence

The team working on the competence statement in the sciences began by considering Goals IV and V of the August, 1972, Working Paper. Goal IV dealt with a student's understanding of the environment and Goal V with a student's understanding of society. The ambiguity of these statements soon became apparent to the team and a refocusing of attention was made. The team began to consider the questions of 1) What is distinctive about the scientific way of knowing? 2) What should students master with respect to knowledge abou the scientific way of knowing? 3) To what extent and in what ways or areas should students be expected to apply knowledge of the sciences?

The competence statement reflects the team's thinking and response to the above question. Part number one is a statement of the basic elements from the philosophy of science which the team thought all students should understand. Part number two refers to the scientific approach to and understanding of individual human behavior. Part number three refers to scientific approaches to group behavior and societal problems. Part number four refers to a scientific understanding of the environment and related problems.

These four parts of the competence statement, taken collectively, are thought by the team to systematically delineate the knowledge and application of the sciences deemed desirable of a graduate from Mars Hill College with a liberal arts degree. Knowledge of the distinctive characteristics of the sciences as ways of knowing the world and human experience, abilities to gain and apply specific scientific knowledge to basic questions or problems, and the ability to assess claims of scientists to have viable solutions to such questions or problems are each noted as skills the team thought should

characterize the liberal arts graduate. The team concluded that a student possessing these skills and being able to join them with skills stated in the other five competence statements would posses the attributes of a liberally educated student and have the foundation for developing a life characterized by a liberated, critical intelligence.

Humanities Competence

In a world where "information overload" is a growing problem, it becomes a major task of higher education to assist students in learning to seek and find meaning in the masses of mere information to which they are--and will be--exposed.

This competence assumes that a good way, not necessarily the only way, to undertake this task is by the study of those three disciplines which deal most directly with man's search for meaning in his individual and collective life--history, philosophy and religion.

We call these disciplines "Humanistic" because they study man in one of the activities which distinguishes him from other anaimals--reflection on the meaning and purpose of his existence. These disciplines have also been called "integrative", "synoptic", and "summative", because they seek truths which are more than the sum of the facts which they explain.

The three disciplines should be considered together because they share many qualities. Since they seek to go beyond empiricism, they are metaphysical; since they imply commitment to some ground of truth, they are religious; and since they attempt to interpret the record of man's actions, they are historical.

Finally, it should be noted that the competence emphasizes the Judeo-Christian religious tradition, and the history and philosophy of Western Civilization. These emphases reflect the belief that the search for meaning should begin by examining the meanings which have shaped one's own civilization; and they reflect Mars Hill College's commitment to the teaching and practice of the Christian religion.

COMPETENCE STATEMENTS

MARS HILL COLLEGE

Statement I ..... Communication

Statement II ..... Personal Knowledge

Statement III ..... Values

Statement IV ..... Aesthetics

Statement V ..... Sciences

Statement VI ..... Humanities

Statement VII ..... Area of Specialization

I. A GRADUATE OF MARS HILL COLLEGE IS COMPETENT IN COMMUNICATION SKILLS.

Part 1: The student is proficient in the reception and expression of ideas and in understanding relationships of language and emotion.

--can utilize effectively the English language, oral and written.

--performs reading and listening skills basic to college-level learning.
--can present material in documented and non-documented forms using a variety of methods of development.
--can analyze the interrelationships of language and actions.
--can anlayze and use effective stylistic variations dealing especially with tone, diction, figurative language, and sentence structure.
--can use words concisely and precisely.

--can utilize effectively mathematical language.

--demonstrates awareness of the meaning of the symbols and basic operations of the real number system and he is able to solve problems requiring knowledge of simple arithmetic, algebraic, or geometric processes in the finding of the solution.
--demonstrates comprehension of the terminology of elementary probability and statistics and can solve simple problems involving such knowledge.

--demonstrates awareness of the possibilities and limitations of communication with machines.

Part 2: The student is proficient in critical and creative thinking skills.

--demonstrates knowledge of how to define and set limits to a subject.

--can utilize logical processes and analyze various forms of argument and assess their validity and reliability.

--demonstrates awareness of the effect of his personal and social context on his efforts at critical and creative thinking.

Part 3: The student is proficient in group communication.

--can analyze his relationship to other persons in the group.

--demonstrates knowledge of different skills involved in effective group communication.

--can analyze his own functioning in groups.

--can analyze how others function in groups.

--demonstrates awareness of nonverbal communication within groups.

--demonstrates awareness of the ways in which mass communication influences individuals and groups.

--can effectively assist a group in the achievement of a specified group task.

--can effectively convey his own views and listen to the views of others in a group.

II. A GRADUATE OF MARS HILL COLLEGE CAN USE KNOWLEDGE GAINED IN SELF-ASSESSMENT TO FURTHER HIS OWN PERSONAL DEVELOPMENT.

Part 1: The student comprehends the nature and significance of seven basic areas of personal development and can assess and further his own development in each area.

--demonstrates a sense of competence in intellectual, social-interpersonal and physical-manual skills.

--can recognize and differentiate his basic emotional impulses; assess the consequences, for himself and others, of acting on these emotions; and evaluate his attempts to manage his emotions.

--demonstrates a comprehension of characteristics of autonomous action and recognizes some internal and external restraints on his personal autonomy.

--can analyze the basic dimensions of personal experience he finds most satisfying and assess some of their potentially creative or destructive consequences for his own identity.

--can analyze his relationships with other persons, including peers, parents, and authority figures.

--can identify at least one major personal goal which requires the integration of avocational, vocational, and life-style considerations and utilizes means of achieving it.

--can recognize his basic personal values, assess them for consistency, and evaluate the consequences of actions influenced by those values.

Part 2: The student understands the relationship of physical activity to his physiological, intellectual, social, and emotional development and can apply that understanding in improving his physical status.

--demonstrates a comprehension of the role and importance of physical activity in a leisure-oriented society.

--demonstrates knolwedge and skill needed for continued participation in meaningful physical activity beyond the college experience.

--can evaluate his present physical status and select means for improvement.

III. A GRADUATE OF MARS HILL COLLEGE COMPREHENDS THE MAJOR VALUES OF HIS OWN AND ONE FOREIGN CULTURE, CAN ANALYZE RELATIONSHIPS OF VALUES BETWEEN THE CULTURES AND CAN APPRAISE THE INFLUENCE OF THOSE VALUES ON CONTEMPORARY SOCIETAL DEVELOPMENTS IN THE CULTURES.

Part 1: The student comprehends the nature of cultural values and standards of conduct.

--can state in his own words the difference between a fact, a value, and a standard of conduct.

--can define and describe the function of cultural value and cultural standards of conduct and can provide several illustrations of each.

--can describe and provide illustrations of relationships between cultural values and standards of conduct.

Part 2: The student comprehends the dominant value and historical development of at least two different cultures (his own and one foreign) which shape:

patterns of family organization,
patterns of economic organization,
governmental and political structures and practices,
religious practices and beliefs, and
educational structures and purposes.

--can identify several major values involved in the five basic social institutions.

--can describe the forms or structures of the five basic social institutions as they existed at various times including the present.

--can describe the major historical developments which have given shape to the present forms of the five basic social institutions.

--can identify and describe cultural standards of conduct arising from cultural values with respect to the five basic social institutions.

Part 3: The student can analyze and assess relationships between the major values of his own and at least one foreign culture with respect to the five social institutions listed above.

--can identify and describe the values and standards of conduct which distinguish his own from one foreign culture.

--can compare and contrast several basic values involved in all or part of the five basic social institutions of each culture.

--can identify and contrast the distinguishing values involved in each of the five social institutions in one foreign culture with those of one's own culture.

--can assess the significance for his own life of the distinguishing values of a foreign culture with respect to the five basic social institutions as they contrast with or complement those of his own.

Part 4: The student can analyze the processes by which his presently held major values are influenced by his own cultural heritage and how these processes may differ from other persons in his culture.

--can identify some specific standards of conduct which shape his own socialization experience and compare those with different standards of conduct which shape the socialization experience of others in his own culture.

--can identify some values and standards of conduct which distinguish his personal outlook and can analyze the influence of basic values of his culture upon them.

--can analyze and give some possible reasons why similar socialization processes result in the development of dissimilar personal value commitments.

Part 5: The student can appraise some of the present and possible future effects of technological and social change upon the basic values of his own culture and one foreign culture.

--comprehends the nature of social change.

--can describe some of the effects of change on his own and one foreign culture.

--can suggest possible alternatives to present social structures and the utilization of technology.

--can project possible consequences of social structures and uses of technology, present and alternative, upon the values of his own and one foreign culture.

--can state and argue for his personal preferences with regard to present and alternative social structures and uses of technology.

IV. A GRADUATE OF MARS HILL COLLEGE UNDERSTANDS THE NATURE OF AESTHETIC PERCEPTION AND IS AWARE OF THE SIGNIFICANCE OF CREATIVE AND AESTHETIC DIMENSIONS OF HIS OWN EXPERIENCE WHICH HE CAN COMPARE TO OTHER CULTURES.

Part 1: The student has participated in some sustained artistic activity accompanied by sustained reflection on aesthetic and artistic participation.

--can demonstrate that he has participated in a sustained artistic activity by presenting an example(s) of his creative achievement.

--can demonstrate that he has engaged in sustained reflection by discussing the state of development he has reached in discovering personal expressiveness through the art form represented in the previous statement.

Part 2: The student analyzes and evaluates artistic works by means of aesthetic theory.

--can state the characteristics which are common to aesthetic theories.

--can apply aesthetic theory in an analysis of an object/situation/experience presented to him by the evaluator, and to describe his personal evaluation of the object/situation/experience in view of his analysis.

Part 3: The student demonstrates an awareness of the nature of aesthetic perception in a culture other than his own.

--can state the nature, principles, scope and materials of some art creation in a culture other than his own.

V. A GRADUATE OF MARS HILL COLLEGE UNDERSTANDS THE BASIC ELEMENTS OF THE SCIENTIFIC METHOD OF INQUIRY, APPLIES THIS UNDERSTANDING BY ACQUIRING AND ANALYZING INFORMATION WHICH LEADS TO SCIENTIFIC CONCLUSIONS AND APPRAISES THOSE CONCLUSIONS.

Part 1: The student demonstrates an understanding of the basic elements of the scientific method of inquiry.

--can correctly illustrate the distinguishing characteristics of five categories of empirical data (experimental, simple observation, participant observation, survey/opinion, historical).

--can contrast causation and correlation as components of statistical verification.

--can distinguish between scientific description and explanation.

--can describe the nature and role of principles of order and natural laws in scientific explanation.

--can illustrate the basic elements of scientific theory construction (assumptions, theories, hypotheses, facts).

--can identify the major characteristics of the evolution of scientific knowledge.

Part 2: The student demonstrates comprehension of some basic scientific approaches to an understanding of individuals.

--can observe a selected part of an ongoing stream of behavior in self or another individual and analyze it in fine descriptive detail.

--can present scientific theoretical formulations appropriate for explaining selected individual behavior patterns.

--can use the concepts of reproduction, development, the evolutionary process including hereditary transmission, and homeostatic mechanisms to describe the functioning of individuals.

Part 3: The student applies knowledge of the ways in which and for which groups of people organize (or change) themselves socially, economically and politically to the analysis of selected societal problems and assessment of alternative solutions.

--can identify and analyze the political patterns of behavior which are involved in particular societal problems and assess the consequences of political activity proposed in alternative solutions.

--can identify and analyze the economic dimensions of particular societal problems and assess the consequences of projected economic actions on the problem.

--can analyze the valuational and organizational activities of social groups involved in proposed solutions to particular societal problems.

--can assess the potential consequences of various proposed solutions to particular societal problems.

Part 4: The student applies 1) basic meaningful knowledge of his physical, chemical, and geological environment and 2) basic knowledge of life systems and their interrelationships in the analysis of selected environmental problems and assessment of alternative solutions.

--can differentiate the scientific from the political or value questions involved in particular environmental problems.

--can analyze proposed actions on particular environmental problems with respect to their use of valid and reliable scientific data.

--can analyze and assess the consequences for the environment of proposed alternative action on particular environmental problems.

--can select and defend a course of action on particular environmental problems with respect to its acceptability, use of scientifically accurate data and theory, and overall feasibility.

VI. A GRADUATE OF MARS HILL COLLEGE HAS EXAMINED SEVERAL ATTEMPTS TO ACHIEVE A UNIFIED WORLD VIEW AND KNOWS HOW SUCH ATTEMPTS ARE MADE. THE GRADUATE IS AWARE OF THE BROAD QUESTIONS THAT HAVE BEEN POSED IN THE HISTORY, PHILOSOPHY AND RELIGION OF WESTERN CIVILIZATION AND CAN ASSESS THE VALIDITY OF ANSWERS GIVEN TO THESE BROAD QUESTIONS IN TERMS OF INTERNAL CONSISTENCY, COMPARATIVE ANALYSES AND HIS OWN POSITION.

Part 1: As demonstration of competence with respect to historical knowledge, the student

--can identify and explain the historical significance of the major epochs of the history of Western Civilization, and evaluate the influence of these epochs on his own civilization.

--can describe the sources, the development and the impact on his own time of a designated number of movements in modern civilization such as nationalism, imperialism, democracy, the concept of balance of power, communism, trade unionism, etc.

--can identify the salient characteristics of three important theories of history and evaluate their usefulness in understanding his own past and present and future.

--can describe the major developments in the history of the United States and can evaluate the significance of this history for contemporary political and social problems.

Part 2: As demonstration of competency with respect to philosophical knowledge, the student

--demonstrates awareness of the broad questions which have been posed in philosophy such as the meaning of life, the nature of man, the nature of the universe, among others, and can evaluate some of the more important answers which have been proposed for these questions.

--can identify and explain some contemporary theories of knowledge and evaluate the significance of these theories for understanding man, the universe and God.

Part 3: As demonstration of competency with respect to religious knowledge, the student

--demonstrates an understanding of religious interpretations: of history, of the nature of man, and of the world, as reflected in the historical development of Judaism and Christianity.

--can identify the major contributions of the Judaeo-Christian tradition to western civilization, and can evaluate their relevance to his own life and community.

ALTERNATIVELY (to parts 1, 2, and 3) a student may demonstrate achievement of the competence by satisfactorily completing a contract designed with the assistance of a faculty advisor and based on the overall competence statement. Approval of the contract and its assessment processes and criteria, and final evaluation of student's satisfactory completion of the contract will be made by the faculty advisor and the Assessment Team for the Humanities Competence.

VII. A GRADUATE OF MARS HILL COLLEGE IS COMPETENT IN AN AREA OF SPECIALIZATION.

The following guidelines are suggested for consideration by each department in the design of its competence statement.

The student

--demonstrates an acceptable level of knowledge and skills in an area of specialization.

--can apply critical and productive thinking skills to data appropriate to his area of specialization.

--can interrelate the knowledge mastered in his area of specialization with knowledge gained in his other educational experiences.

--knows the career options available to one selecting his area of specialization.

SUGGESTED COURSE CREDITS

INVOLVED IN ASSESSMENT OF COMPETENCES

Six General Competences

	Course Credits
Communication	At least 4 courses
Personal Knowledge	At least 2 courses
Sciences	At least 2 courses
Aesthetics	At least 1 course
Cultural Values	At least 2 courses
Humanities	At least 2 courses
Sub-Total	At least 13 courses

Specialized Competence

Area of Specialization	At least 11 courses

Additional Course Credit

Other Electives Available for Attainment of Competences	Up to 11 courses
TOTAL	35 courses